Appendix 1

SUBJECT POLICY FOR DESIGN AND TECHNOLOGY
SUBJECT SPECIFIC PROVISION FOR GIFTED, ABLE AND TALENTED CHILDREN.

Inclusion for GA&T learners

- The department aims to identify and challenge the most able children.
- The department will be aware of underachieving GA&T children.
- The department will be aware that some GA&T children can have Special Educational Needs. The department will be aware of the effect of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.

Identification of GA&T learners

Subject specific checklist of GA&T characteristics: (Page 22-40)

National Curriculum assessment grid. For those whose attainment is above the expected level, they will show:

* greater originality of ideas

* more accurate and higher quality making skills

* higher level planning skills

* higher quality content and presentation skills

* higher quality critical evaluative skills

* a consistently above average performance in class question and answer discussions

Subject specific provision.

The opportunity for development of: communication skills, to work individually, in pairs and in teams. To develop their creativity, problem solving skills, analytical skills, higher order thinking skills, planning skills, time and project management skills.

To provide breadth, depth and challenge in a classroom climate where the more able pupils can develop and progress through open-ended and challenging tasks.

Activities should be planned to develop greater expertise by encouraging more complex product evaluation, thinking about the use/misuse of a product and its environmental impact, connecting past and present learning, considering others' opinions and forming one's own so becoming an independent learner.

In order to meet the diversity of learning needs a flexible approach to teaching needs to be taken. Higher order thinking and learning skills will be used to ensure suitable challenges are provided for the more able learners.

Strategies to ensure differentiation using extension activities,

Differentiation and classroom strategies

Lesson involve a range of extension activities, rather than just differentiation by outcome.

There are high expectations of the more able pupils, there is ICT provision as computers are available in the DT room allowing for immediate access in lessons. Pupils are encouraged to feel confident and to take risks and try out creative design ideas.

Other methods of differentiation used in DT lessons:

Task:	Extension (greater depth), Enrichment (greater breadth)
Outcome:	The outcome is not prescribed and the task is open ended.
Resource:	More demanding resources; complex text and word banks; complex equipment.
Dialogue:	Sophisticated explanation which sets high expectations and assumes high levels of understanding. Higher order targeted questioning and small group discussions.
Pace:	The pace of the work is more rapid to challenge GA&T children. (Some children work slower and produce more detailed, painstaking work).
Support:	Support time is important. It can be used to encourage children to explore ideas more deeply, to introduce alternative ways of approaching the work or to explore the extension into IT.
Choice:	Allow children to select work that is suited to their interest and ability.

Organisational strategies

- -Mixed ability
- -Setting
- -Working with older children
- -Acceleration
- -Compacting
- -Target grouping
- -Extended provision

Reviewed:	**Head of DT**
Date:	**June 2016**
Next Review Date:	**June 2017**